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fuse new life into the study of our poetry and disabuse the student's mind of the suspicion that metrical terms are an unmeaning jargon. It would enable the teacher to show how thought and metre correspond.

The reader followed this paper with some remarks on what he considered to be desirable, or even necessary, factors in the teaching of English. In the first place, Rhetoric should be classed as an essential part in this branch of instruction, and, then, too, Anglo-Saxon and Early English ought to form an integral part in the work. According to his view, the best way to effect an improvement, as spoken of in the paper, would be to introduce into the primary schools a good, historical study of our mother tongue and, afterwards, in College, to give the same number of hours to the modern languages as is put down for Greek and Latin. Furthermore, if teachers should be writers, active producers in the field of literature, they would be respected in their callings and regarded as living members of the body corporate of scholars.

Prof. March, of Lafayette College, also thought the teacher must be improved. If the Greek professor were put in a Chair for English, and given the same number of classical authors to read as are now taken from the Greek, there would be little demand for elevating English studies. The matter would soon right itself.

Prof. McElroy, of the University of Pennsylvania, agreed with Prof. March as to the fundamental needs of this department: better teachers and more time are prime necessities if we expect to obtain satisfactory results in teaching.

3. Prof. H. C. G. von Jagemann, of Earlham College, then read a scientific paper on "The Genitive in Old French."

Some years ago, a German teacher published a pamphlet, in which he wished to show that Latin and Modern French could be taught by the same rules. The idea was not a bad one, for there are certainly many points in which Latin and French usage resemble each other very closely, but, unfortunately, the points of difference are so numerous that it would be utterly impracticable to teach a boy Latin and French at the same time, without completely confusing him. On the other hand, if a student is already well grounded in the fundamental rules of Latin syntax, constant reference to the same must be regarded

as a valuable help in teaching Modern French, particularly if the additional element of the Old French may be drawn upon for comparison. Such teaching is not only better adapted to the age and previous training of college students than the various "practical" methods, but, if wisely directed, will not fail to yield very good "practical" results.

The object of this paper was to show how, as far as the use of the genitive is concerned, Latin differs from Modern French, and what intermediate position the Old French holds between the two. As the representative of the Old French the "*Histoire de la Conquête de Constantinople*," by Villehardouin, was chosen, since this writer is really the first original French prose-writer of any account. Most of the French prose writings before Villehardouin were either translations of Latin works or slavish imitations of such without regard to the genius of the new language. By the tendency toward analytical construction prevailing in the transformation of the popular Latin into French, the preposition *de*, originally denoting the going out, departure, removal, or separating of a thing from any fixed point, came to be used to express relations, which, in classical Latin, had been expressed by the genitive case. From the idea of "going out of" grew that of "belonging to," and this coincided with one of the principal ideas which seem to have underlain the Latin genitive. Hence, we find already in the popular Latin such constructions as *quarrada de melle*, "a load of honey;" *monasterium de Santo Mauritio*, *homo de viginti annis*, etc. (Diez). On the other hand, where in Latin, the ablative case was used to denote relations similar to those of "going out of" or "originating in," as, for instance, in the case of the so-called ablative of cause or of instrument, the loss of the ablative case in French, and the general levelling tendency of the new language, caused such relations likewise to be expressed by the genitive. Our subject divides itself, hence, into two parts:—

1. The French genitive succeeding the Latin genitive.
2. The French genitive succeeding the Latin ablative.

Every instance of the use of the genitive in Villehardouin was collected, classified, and compared with both Latin and Modern French usage. The following general results were obtained:—

The use of a periphrastic construction by means of the preposition *de* for the Latin genitive and ablative cases, beginning with the so-called genitivus subjectivus and partitivus, and the ablative expressing *whence*, had, in Villehardouin's language, already been extended to all the other functions of the genitive and ablative, except the ablative of manner and the ablative expressing *where*. The construction of the oblique case without *de*, and the use of the dative instead of the Latin possessive genitive are very limited in extent. There is, however, in Villehardouin's language a much greater liberty with regard to the use of the genitive, compared with the modern language, as can best be

seen in the case of the genitive of comparison, and the partitive genitive. With respect to the latter, Villehardouin enjoyed considerably more freedom than either the Latin or the Modern French. The use of the partitive genitive by means of an ellipsis, which is so very common in the modern language, is almost unknown to him. The greatest liberty prevails regarding the syntactical position of the genitive.

It seems doubtful whether the Modern French has received anything in exchange for the lost liberty of the language of Villehardouin's time.

Mr. Adolphe Cohn, of Harvard College, spoke on some interesting points of genitive usage, suggested by this paper.

He sketched the history of this construction from the earliest literary monuments of the French, the *Serments de Strasbourg* and *Cantilene de Sainte Eulalie*, down through later Old French and the Middle French documents, to the present time, where he cited several examples in which the original word-arrangement has been preserved. He characterized, for these different epochs, the varying forms of expression which resulted according to the thought represented, and sought to mark the influence of thought and euphony upon the growth and establishment of the genitive relation in the modern languages.

The second session, set apart for discussion, principally, of Educational subjects, convened at 8.20 p. m.

At the opening of the meeting, the President, on motion of Prof. C. E. Fay, of Tufts College, appointed a committee of five, consisting of Professors Elliott, Fay, Boyesen, Williams and Brandt, to consider the question of continuing the temporary Association, formed last year, as a permanent organization, and, if this scheme should be regarded favorably, to report at a future meeting on articles of a Constitution for the Society.

4. The Convention then listened to a paper by Prof. William Cook, formerly of Harvard College, on "The Selection, which every Teacher of a Modern Language should make, of Subjects to teach."

Of course, the writer said, he cannot teach everything about German unless he himself knows everything, and unless he has unlimited time at his disposal. A German knows:—